

LOCKETT ELEMENTARY

1349 Dorange Rd.
Branchville, SC 29432

GRADES PK-6 Elementary School

ENROLLMENT 304 Students

PRINCIPAL Hercules Busby 803-274-8588

SUPERINTENDENT Dr. Sandra F. Tonnsen 803-534-8081

BOARD CHAIR Mr. Aaron Rudd 803-534-8081

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	42	55	2	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

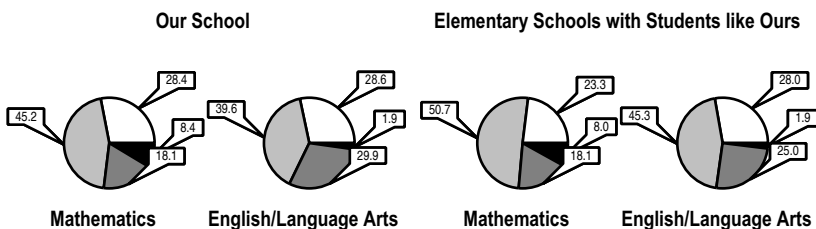
FOR MORE INFORMATION, VISIT WEBSITES AT:




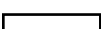
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Average	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	23	43	21
Percent satisfied with learning environment	87.0%	74.4%	80.0%
Percent satisfied with social and physical environment	100.0%	86.0%	73.7%
Percent satisfied with home-school relations	56.5%	79.1%	73.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	166	99.4	28.6	39.6	29.9	1.9	31.8	17.6
Gender								
Male	87	98.9	37.5	45.0	17.5	N/A	17.5	17.6
Female	79	100.0	18.9	33.8	43.2	4.1	47.3	17.6
Racial/Ethnic Group								
White	85	100.0	12.8	38.5	44.9	3.8	48.7	17.6
African-American	81	98.8	44.7	40.8	14.5	N/A	14.5	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	145	99.3	25.9	39.3	32.6	2.2	34.8	17.6
Disabled	21	100.0	47.4	42.1	10.5	N/A	10.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	166	99.4	28.6	39.6	29.9	1.9	31.8	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	166	99.4	28.6	39.6	29.9	1.9	31.8	17.6
Socio-Economic Status								
Subsidized meals	109	99.1	36.6	43.6	19.8	N/A	19.8	17.6
Full-pay meals	56	100.0	13.2	32.1	49.1	5.7	54.7	17.6

Mathematics								
All students	166	100.0	28.4	45.2	18.1	8.4	26.5	15.5
Gender								
Male	87	100.0	38.3	42.0	16.0	3.7	19.8	15.5
Female	79	100.0	17.6	48.6	20.3	13.5	33.8	15.5
Racial/Ethnic Group								
White	85	100.0	14.1	41.0	28.2	16.7	44.9	15.5
African-American	81	100.0	42.9	49.4	7.8	N/A	7.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	145	100.0	25.7	46.3	19.1	8.8	27.9	15.5
Disabled	21	100.0	47.4	36.8	10.5	5.3	15.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	166	100.0	28.4	45.2	18.1	8.4	26.5	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	166	100.0	28.4	45.2	18.1	8.4	26.5	15.5
Socio-Economic Status								
Subsidized meals	109	100.0	37.3	43.1	15.7	3.9	19.6	15.5
Full-pay meals	56	100.0	11.3	49.1	22.6	17.0	39.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	33	N/A	12.1	42.4	42.4	3.0	45.5
	Grade 4	46	N/A	13.3	55.6	26.7	4.4	31.1
	Grade 5	48	N/A	38.3	40.4	21.3	N/A	21.3
	Grade 6	32	N/A	32.3	54.8	12.9	N/A	12.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	39	100.0	38.2	20.6	41.2	N/A	41.2
	Grade 4	36	97.2	20.0	45.7	34.3	N/A	34.3
	Grade 5	47	100.0	22.7	45.5	29.5	2.3	31.8
	Grade 6	44	100.0	34.1	43.9	17.1	4.9	22.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	33	N/A	39.4	39.4	21.2	N/A	21.2
	Grade 4	46	N/A	11.1	37.8	33.3	17.8	51.1
	Grade 5	48	N/A	55.3	36.2	6.4	2.1	8.5
	Grade 6	32	N/A	48.4	38.7	12.9	N/A	12.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	39	100.0	32.4	41.2	20.6	5.9	26.5
	Grade 4	36	100.0	16.7	41.7	30.6	11.1	41.7
	Grade 5	47	100.0	29.5	47.7	15.9	6.8	22.7
	Grade 6	44	100.0	34.1	48.8	7.3	9.8	17.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 304)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.9%	Up from 1.5%	2.6%	2.4%
Attendance rate	93.7%	Down from 100.0%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	11.2%	Up from 9.4%	11.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.7%	Up from 4.3%	8.1%	8.0%
Older than usual for grade	1.3%	Up from 1.0%	1.2%	1.1%
Suspended or expelled	0.3%	No change	0.0%	0.0%

Teachers (n= 24)				
Teachers with advanced degrees	37.5%	No change	47.0%	50.0%
Continuing contract teachers	95.8%	No change	85.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	97.0%	Up from 94.3%	86.7%	86.2%
Teacher attendance rate	95.7%	Up from 95.0%	95.2%	95.3%
Average teacher salary	\$42,246	Down 0.2%	\$39,408	\$39,909
Prof. development days/teacher	13.9 days	Up from 10.8 days	11.8 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio	16.9 to 1	Up from 13.0 to 1	18.9 to 1	18.9 to 1
Prime instructional time	85.8%	Down from 93.4%	89.3%	89.7%
Dollars spent per pupil*	\$7,210	Up 8.8%	\$5,792	\$5,892
Percent spent on teacher salaries*	67.0%	Down from 68.3%	66.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 95.3%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The primary purpose for schools is to provide a setting for educational success. Lockett Elementary has many successful stories, as the school continues to afford all of its students a quality, well-rounded education.

Lockett Elementary is a small, rural school located just east of Branchville in South Carolina. Its population of approximately 325 students, grades PreK4 through 6th, makes for some interesting challenges. However, these challenges are met with dedication and vigor by our faculty and staff, who promote integrity and responsibility for all students as they embark on the educational processes put before them.

A very supportive faculty, staff, administration, and parents have made Lockett Elementary a beacon of the community, working together to be a true success for all concerned.

It is especially important to include all stakeholders in the educational process, so that the greatest benefit can be obtained. Allowing input from these stakeholders makes us even better, and promotes a special relationship within the community.

Lockett Elementary does well overall on standardized tests, to include the PACT and Terra Nova. We are a deregulated school, and are accredited by the Southern Association of Colleges and Schools (SACS).

Lockett Elementary School has a very supportive PTSO and SIC that have members that are dedicated to the overall success of all students.

Working together as a community is the goal of Lockett Elementary. To be successful, all stakeholders must pull in the same direction in an effort to make our school the very best educational entity it can be. Success depends on all of us working together as a unit, for the betterment of our students. Please join us in this effort. We can and will get the job done.

Hercules Busby, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.